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ABSTRACT

The purpose of this study was threefold: (1) to identify and describe the motivation of adult basic education students, (2) to determine if a relationship exists between goals, and (3) to determine how the knowledge of these findings can influence program development. Some 750 adult students were selected from 10 communities in New Mexico. Information was gathered with the use of 2 forms. One form was filled in by the students and consisted of open-end questions designed to get answers on goals, needs, motivation, and student characteristics. The second form consisted of attendance charts kept by the teacher for 12 weeks. Results of this study showed that the students could be grouped into 1 of 3 goals categories: (1) the student who wishes to learn how to speak, read, and write in the English language; (2) the student who wishes to obtain better employment opportunities; and (3) the student who wishes to pass the General Educational Development examination. Findings indicated that attendance and motivation were high in categories 1 and 3 but extremely low in category 2. This led to the conclusion that attendance and high motivation are directly proportional to the nearness or achievability of one's goal. (Author/LS)

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IN THE

MOTIVATION OF ADULT STUDENTS

IN THE

NEW MEXICO

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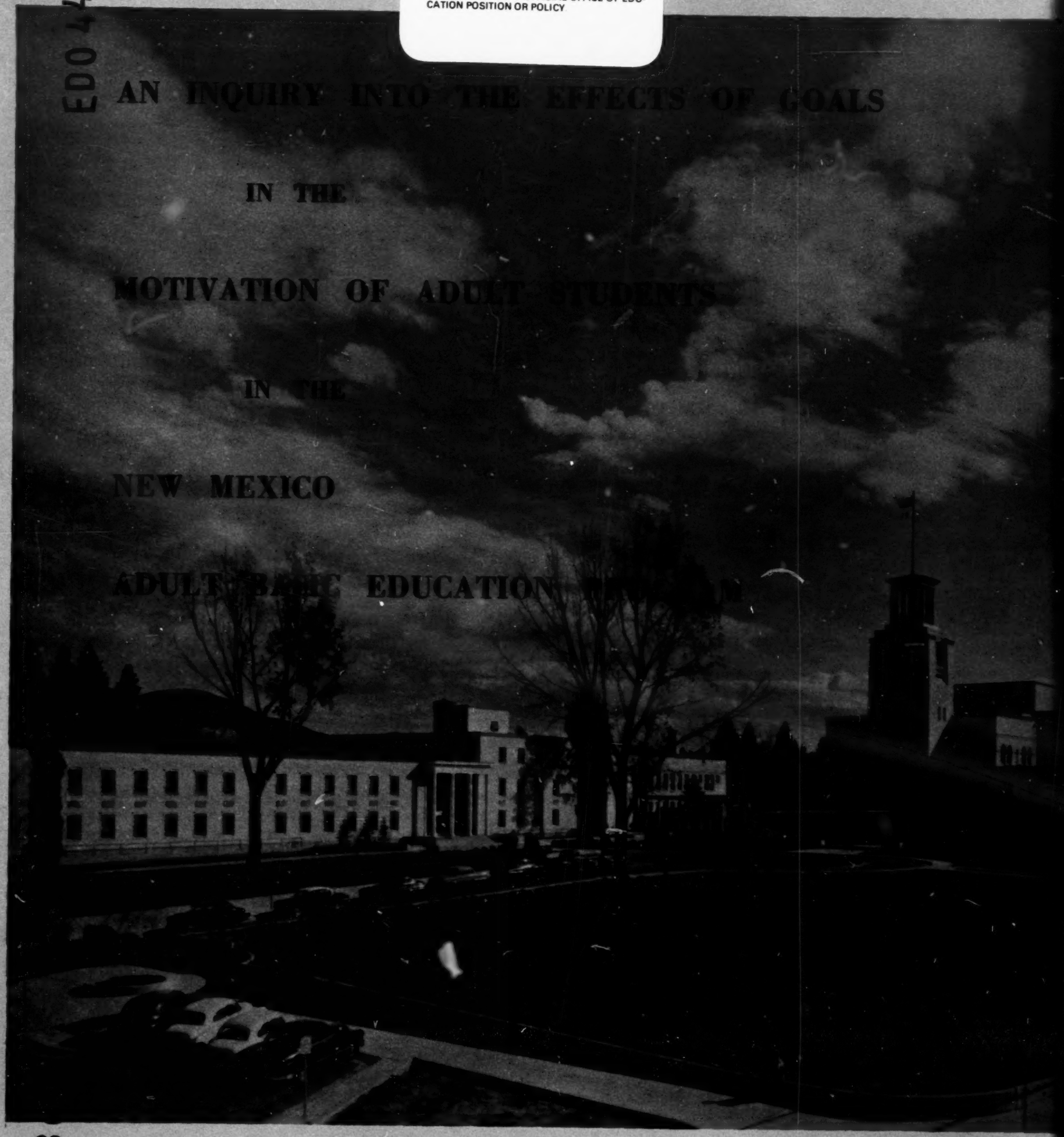

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ABSTRACT

Adult Basic Education in New Mexico is relatively new. It was only in recent years that the federal government realized the need for the implementation of such programs. In New Mexico, Adult Basic Education classes under the auspices of the New Mexico Department of Education have been in operation for four years. The need for such a program has been recognized, but very little has been done in the form of research to identify more closely the various aspects of program development in the State of New Mexico. This study is an attempt to identify the needs and characteristics of the adult students and relate this information to curriculum development.

The purpose of this study was to:

1. Identify the goals of students attending the adult basic education program.
2. Identify and describe the motivation of these same students.
3. Determine if a relationship exists between goals and motivation.
4. Determine how the knowledge of these findings can influence program development.

A sampling of 750 adult students was used in conducting this study. This sample was selected from ten different communities in New Mexico which were presently involved in adult basic education programs. This sample consisted of approximately one-half of the total state enrollment.

Information was gathered with the use of two forms. One form was filled in by the students. This consisted of open-ended questions designed to get answers on goals, needs, motivations, and student characteristics. The second form consisted of attendance charts which were kept by the teachers for a period of twelve weeks.

The needs and goals of the students were identified for each individual and by community. Various observations and generalizations were made by comparing these needs and goals with the attendance records.

The results of this study showed that the students could be grouped or classified into one of three goal categories. These goal categories are:

1. The student who wishes to learn how to speak, read, and write in the English language.
2. The student who wishes to obtain better employment opportunities.
3. The student who wishes to pass the G.E.D. examination.

The findings of this study showed that attendance and motivation were high in categories 1 and 3 but extremely low in category 2. This led to the conclusions that attendance and high motivation are directly proportional and that high motivation is directly proportional to the nearness or achievability of one's goal.

Several suggestions were made in which these findings could be applied to curriculum development.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM AND DEFINITIONS OF TERMS USED	1
	The Problem	1
	Statement of the Problem	1
	Importance of the Study	1
	Definitions of Terms Used	2
	Adult Basic Education	2
	Students	2
	Goals	2
	Motivation	2
	The Hypothesis	3
II.	REVIEW OF THE LITERATURE	4
	Literature on the Learning Behavior of the Adult Student	4
	Literature on the Motivation of the Adult Learner	6
III.	PROCEDURES	11
	The Sample	11
	The Materials Used	12
	Method of Procedure	13
IV.	FINDINGS OF SURVEY	17
	Alamogordo	17
	Carlsbad	18
	Clovis	20

CHAPTER PAGE

Hobbs..... 22

Las Cruces..... 23

Las Vegas..... 25

Raton..... 26

Roswell..... 28

Santa Fe..... 29

T.V.I. - Albuquerque..... 31

State Findings..... 32

V. ANALYSIS OF FINDINGS..... 35

VI. SUMMARY AND CONCLUSIONS..... 39

BIBLIOGRAPHY..... 42

APPENDIX..... 44

LIST OF TABLES

TABLE		PAGE
I.	Age and Sex Characteristics of Alamogordo Students. A Sample of 132 Adult Students	44
II.	Reasons for Dropping Out of School in Alamogordo	45
III.	Reasons for Attending Adult Basic Education Classes in Alamogordo	46
IV.	Future Plans or Goals of Alamogordo Students	47
V.	Average Attendance by Community, Age, Sex and Number of School Years Completed for a Twelve-Week period in Alamogordo	48
VI.	Carlsbad (A Sample of 27 Adult Students). Age and Sex Characteristics	49
VII.	Reasons for Dropping Out of School in Carlsbad	50
VIII.	Reasons for Attending Adult Basic Education Classes in Carlsbad	51
IX.	Future Plans or Goals of Carlsbad Students	52
X.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period in Carlsbad	53
XI.	Clovis (A Sample of 56 Students). Age and Sex Characteristics	54
XII.	Reasons for Dropping Out of School in Clovis	55
XIII.	Reasons for Attending Adult Basic Education Classes in Clovis	56

TABLE		PAGE
XIV.	Future Plans or Goals in Clovis.....	57
XV.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period in Clovis.....	58
XVI.	Hobbs (A Sample of 71 Adult Students). Age and Sex Characteristics.....	59
XVII.	Reasons for Dropping Out of School in Hobbs.....	60
XVIII.	Reasons for Attending Adult Basic Education Classes in Hobbs.....	61
XIX.	Future Plans or Goals in Hobbs.....	62
XX.	Average Attendance by Community, Age, Sex and Number of School Years Completed for a Twelve-Week Period in Hobbs.....	63
XXI.	Las Cruces (A Sample of 138 Adult Students). Age and Sex Characteristics.....	64
XXII.	Reasons for Dropping Out of School in Las Cruces.....	65
XXIII.	Reasons for Attending Adult Basic Education Classes in Las Cruces.....	66
XXIV.	Future Plans or Goals in Las Cruces.....	67
XXV.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period in Las Cruces.....	68
XXIV.	Las Vegas (A Sample of 36 Adult Students). Age and Sex Characteristics.....	69
XXVII.	Reasons for Dropping Out of School in Las Vegas.....	70

TABLE		PAGE
XXVIII.	Reasons for Attending Adult Basic Education Classes in Las Vegas	71
XXIX.	Future Plans for Goals in Las Vegas	72
XXX.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period in Las Vegas	73
XXXI.	Raton (A Sample of 17 Students). Age and Sex Characteristics	74
XXXII.	Reasons for Dropping Out of School in Raton	75
XXXIII.	Reasons for Attending Adult Basic Education Classes in Raton	76
XXXIV.	Future Plans or Goals in Raton	77
XXXV.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period	78
XXXVI.	Roswell (A Sample of 68 Students). Age and Sex Characteristics	79
XXXVII.	Reasons for Dropping Out of School in Roswell	80
XXXVIII.	Reasons for Attending Adult Basic Education Classes in Roswell	81
XXXIX.	Future Plans or Goals in Roswell	82
XL.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Twelve-Week Period in Roswell	83

TABLE		PAGE
XLI.	Santa Fe (A Sample of 117 Adult Students). Age and Sex Characteristics	84
XLII.	Reasons for Dropping Out of School in Santa Fe	85
XLIII.	Reasons for Attending Adult Basic Education Classes in Santa Fe	86
XLIV.	Future Plans or Goals in Santa Fe	87
XLV.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Period of Twelve Weeks in Santa Fe	88
XLVI.	T.V.I. - Albuquerque (A Sample of 88 Adult Students). Age and Sex Characteristics	89
XLVII.	Reasons for Dropping Out of School - T.V.I. - Albuquerque	90
XLVIII.	Reasons for Attending Adult Basic Education Classes at T.V.I. - Albuquerque	91
XLIX.	Future Plans and Goals - T.V.I. - Albuquerque	92
L.	Average Attendance by Community, Age, Sex, and Number of School Years Completed for a Period of Twelve Weeks - T.V.I. - Albuquerque	93
LI.	State Statistics - Age and Sex Characteristics	94
LII.	Reasons for Dropping Out of School - State Statistics	95
LIII.	Reasons for Attending Adult Basic Education Classes - State Statistics	96

TABLE PAGE

LIV. Future Plans or Goals - State Statistics..... 97

LV. Average Attendance in New Mexico Basic Adult Education Classes. Averages by Age, Sex, and Number of School Years Completed for a Period of Twelve Weeks - State Statistics..... 98

AN INQUIRY INTO THE EFFECTS OF GOALS IN THE MOTIVATION OF ADULT STUDENTS IN THE NEW MEXICO ADULT BASIC EDUCATION PROGRAM

BY

Thomas Manuel Trujillo

CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Adult basic education has only in recent years become an integral part of the total educational picture in New Mexico. Since 1964, federal funds under Title II, Part B of the Economic Opportunity Act. and more recently under Title III, Public Law 89-750 in the Amendments of the Elementary and Secondary Education Act of 1965, have been procured for the teaching of adults. Because of its relative newness no studies have been made in New Mexico which have identified the goals and motivations of the adult students who are participating in this program.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study:

1. to identify the goals of students attending the adult basic education program;
2. to identify and describe the motivation of these same students;
3. to determine if a relationship exists between goals and motivation; and
4. to determine how the knowledge of these findings can influence program development.

Importance of the study. In studying the attendance records of the various adult basic education programs in New Mexico, it was found that attendance and drop-outs were more prevalent in some areas than in

others. Because attendance is not compulsory in adult programs, the teacher must find other methods of keeping his students in class. If a correlation between goals and motivation can be found and identified, it is proposed that a teacher can prepare a teaching plan and curriculum which will meet the goals and reinforce the motivation of the students. In so doing, it is hoped that the high occurrence of infrequent attendance and/or dropping out can be curtailed.

II. DEFINITIONS OF TERMS USED

Adult Basic Education. Adult night classes sponsored by the New Mexico Department of Education under Title III, Public Law 89-750 in the Amendments of the Elementary and Secondary Education Act of 1965.

Students. Residents of New Mexico over 18 years of age who for various reasons have not completed high school or who have less than an eighth grade reading ability.

Goals. A student's main objective or reason for attending adult basic education classes.

Motivation. That inner drive which causes a person to regularly attend adult basic education classes or the lack of which tends to cause a person to drop out or attend irregularly.

III. THE HYPOTHESIS

Three hypothesis will be studied and evaluated in this report. If these three can be substantiated, it is hoped that several generalizations or sub-hypothesis can be developed which would provide a basis for further research. The following are the three hypothesis:

1. The adult student enrolled in an adult basic education program in New Mexico has specific goals which he hopes to obtain by attending night classes.
2. The continued motivation of the adult student is dependent on his progress towards goal achievement.
3. The motivations and goals of adult students are factors which should be considered when preparing a curriculum design for basic adult education classes.

CHAPTER II

REVIEW OF THE LITERATURE

Research in the field of adult education can be found in almost every education publication. It is only in recent years, however, that emphasis has been placed on the adult student who has less than an eighth grade education. Most of the research in adult education that has been done has explored the various aspects of the adult students who wish to go beyond the high school level of education. The research that has been done in basic adult education is, for the most part, relatively new. Very little research has been undertaken in which the various aspects of goals and motivation of the adult illiterate or school drop-out have been explored. A brief summary of work done which has a relationship to the problems presented in this thesis will here be given.

I. LITERATURE ON THE LEARNING BEHAVIOR OF THE ADULT STUDENT

Angelica Cass and Arthur Crabtree, in a study conducted on adult elementary education, have identified five factors which affect the learning of adults. The first factor is the physiological changes of the adult student. In this, they include hearing, seeing, general health, and the like. The second factor is that of learning ability. The authors conclude that after the age of 30 performance tends to

decline at the rate of one per cent a year. The third factor encompasses the area of adult interests. Interests are centered around the needs and problems of the adult. The adults are more apt to learn those things which are of more use. The fourth factor is memory. Unlike the child, the adult has a wide range of experiences. Therefore, attitudes and ideas are developed which can have a bearing on the adult's learning ability. The fifth factor is speed. This factor is not unlike that found in the child. Individuals learn at different rates of speed.[1]

E. L. Thorndike made several contributions to the psychology of the adult learner. For the most part, his findings are similar to those found by Cass and Crabtree. He does, however, give a more detailed description of the adult student learning factors. Thorndike concludes that the relative ability of adults declines approximately less than one per cent per year from age 25 on. It was also pointed out by Thorndike that there may be differences in the way older adults learn as contrasted with the way younger adults learn. In his substitution experiments he has shown that the older men retained what they learned a little better than the younger. He relates this to the ability of the older adult to transfer developed abilities to the development of new ones. Thorndike also points out that this can have negative results. The older adults are less likely to change opinions

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[1]Angelica W. Cass and Arthur P. Crabtree, Adult Elementary Education, (New York: Noble & Noble Publishers, Inc., 1956).

or values than are younger adults. In his studies, Thorndike has also related ability, rate of learning and interest to the total adult learning process.[2]

Many educators have investigated Thorndike's findings. Many of these, such as John B. Miner, have concluded that Thorndike was not correct in his findings. Many also agree that there are many other variables which must be considered which were not considered by Thorndike. Miner concludes that the means by which Thorndike obtained his information left out the rate of ability factor. He concludes that adults of equal ability can learn at different rates. In short, ability does not necessarily decline with age. The rate by which an individual develops ability can vary.

II. LITERATURE ON THE MOTIVATION OF THE ADULT LEARNER

Jenkins found that adults resist the "learner" role. The adult student comes to class with definite ideas or expectations about goals and methods which are not easily changed. He discusses the characteristics of the adult as a result of the wide range of experiences and

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[2]Edward L. Thorndike, Adult Learning, (New York: The Macmillan Company, 1928).

[3]John B. Miner, Intelligence in the United States, (New York: Springer Publishing Comapny, Inc., 1957).

problems which are not characteristic of the child student.[4] Siegle also discusses these characteristics. He points out the great significance adults place on these characteristics. These characteristics, as described by Siegle, are actually the needs as felt by the adult student. Two of these characteristics described are the uncertainties of economics and personal status.[5]

Another characteristic as described by Flood and Crossland was the desire to understand other people. They described this as the strongest single motive for the adult learner.[6]

Some of the reasons for attendance of adult education classes was described by Funson Edwards. He concludes that there was no simple reason for attendance. Some attend as a result of employment requirements, others attend as a result of follow-up to friendly advice, some wish to meet graduation requirements, others may wish to become better informed, and some adults may simply wish to be engaged in profitable, wholesome learning experiences. In the final analysis, Edwards comes to the conclusion that adults attend because they feel that in some way or other they are going to be helped. Very few individuals will ignore or refuse help when the right approach is made. Providing for this

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[4]David H. Jenkins, "On Educating Adults," University of Michigan School of Education Bulletin, 22, (April, 1951), pp. 110-112.

[5]Peter E. Siegle, "The Adult Learner," Adult Leadership, 3, (March, 1955), pp. 16-18.

[6]W. E. Flood and R. W. Crossland, "Origins of Interest and Motives for Study of Natural Sciences and Psychology Among Adult Students in Voluntary Courses," British Journal of Educational Psychology, 18, (June, 1948), pp. 105-117.

all-important approach requires the intellectual and common judgment of a learned person.[7]

Angelica Cass and Arthur Crabtree identified four major reasons or motivation factors which influence adults to attend classes. The first factor is to increase one's job security. The adult student feels that by increasing his education he will be able to get better jobs or increase his ability in his present job. The second factor includes those students who wish to find sociability. These students feel that their lack of education is a hinderance to their participation in social activities. For many, going to school becomes a social activity and they attend for this one reason. The third factor includes those students who wish to fill in gaps in their education. The student who wishes to pass the G.E.D. examination falls into this category. The fourth factor encompasses those students who wish to secure help in meeting specific needs.[8] In New Mexico, the Mexican-American who wishes to learn English falls into this category of student.

James Whipple conducted a study in which he identified five areas which are distinct characteristics of adults relevant to learning. These findings are almost the same as found by Cass, Jenkins, and Siegle. These five areas are:

1. Adult experience;

2. Emotional meaning;

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[7]Funson Edwards, "The Adult School Student," Adult Leadership. Vol. 11, (Nov., 1962).

[8]Cass, Crabtree, Ibid., pp. 23-24.

3. Adult patterns of thought;

4. Time perspective of adults; and

5. Motivational patterns.[9]

Jean B. Fay, in describing the characteristics which affect adult learning, has described these characteristics in terms of motivation factors. For example, Fay states that one characteristic of the adult is their need for fulfillment, among these needs are community and economic status, vocational achievement, and success as a parent. He describes these needs as motivating factors in adult learning. The adult sets up these needs as goals and, therefore, becomes highly goal-oriented. Other characteristics described by Fay are the concept of self, conformity and inhibition, specialized interests, and adult anxiety. All of these are related to motivation and goal orientation.[10]

L. L. Thurston describes motivation as a "rate concept." Previous writers have explored the motives of adult students for attending class. Mr. Thurston has carried this one step further by relating motivation to performance. He contends that motivation is the force by which students attend class. When motivation is high so is performance. If the class work does not reinforce the students' motivation, then performance declines. Therefore, motivation can

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[9]James B. Whipple, "Especially for Adults," Notes and Essays on Education for Adults, No. 19, (Chicago: Center for the Study of Liberal Education for Adults, 1957).

[10]Jean B. Fay, "Psychological Characteristics Affecting Adult Learning," Adult Leadership, (December, 1964), pp. 172-177.

become negative if the student feels that he is not accomplishing his goal.[11]

M. Sherif, in studying the basis for motivation, concludes that motivation can be either physically or socially caused. He terms the physically-caused motives as "unlearned biogenic motives" and an example of this would be hunger. The socially-caused motives are termed as "learned, sociogenic motives." He states that the physically-caused motives are unchanged and ever present. The sociogenic motives are constantly being changed as the individual is being exposed to new experiences. Therefore, one's culture or social group can influence if not dictate one's motives.[12]

For the most part, research in adult education has identified various psychological characteristics of the adult student. Despite Thorndike's findings, we know that adults can learn at an equal pace to the younger students. Research has indicated that the attitudes and habits are not easily changed in the adult. The problems and desires of the adult are not like those of the child. All of this research comes to one basic conclusion. You cannot teach adults in the same way you teach children. Teaching methods and objectives must coincide with the needs and desires of the adult student.

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[11]L. L. Thurston, "Ability, Motivation and Speed," Psychological Bulletin, XXXIV, (1937), pp. 735-736.

[12]M. Sherif, An Outline of Social Psychology, (New York: Harper & Brothers, rev. ed., 1956).

CHAPTER III
PROCEDURES

This chapter will be devoted to giving a detailed account of the subjects used and the procedures by which this study was conducted.

I. THE SAMPLE

A sample of 750 students was used in conducting this study. These students are adults who were enrolled in adult basic education classes in New Mexico. These students were randomly selected from classes in Alamogordo, Albuquerque, Carlsbad, Clovis, Hobbs, Las Cruces, Las Vegas, Raton, Roswell, and Santa Fe. The number of students used in this sample is approximately half the total present enrollment in the New Mexico Adult Basic Education Program. Also, by looking at each community individually, it would be possible to identify any differences which may exist in various geographical areas.

The students, themselves, varied in many ways. Negroes, Anglos, native Spanish-Americans, Mexican-Americans, and some Indians were included in the sampling. Their ability levels ranged from grade 0 to grade 10. Both male and female students were used as subjects and their ages ranged from eighteen years of age to seventy-five.

II. THE MATERIALS USED

A survey form was used which was filled out by the students. In cases where students were unable to fill them out by themselves, assistance was given to them by their teachers. Each question was read and explained to the students. However, care was taken to make sure that students were not given clues to possible answers. This survey form was intentionally designed so that students would give their own answers to the questions and not be guided by previously prepared answers which they merely check or underline. (On page 15 of this report you will find a sample of the survey form used.)

Note that questions 3 and 4 of the survey are asking approximately the same thing. This was intentionally done in order to get added responses. It was also possible for students to answer questions 2, 3, and 4 with several responses. In fact, this was encouraged because in all three questions more than one answer was possible.

Another resource used was the attendance charts kept by the teachers. (A sample attendance chart is included on page 16 of this report.) These forms are checked at each class meeting and turned in to the Division of Adult Education at the end of each month. Attendance from the time of enrollment was obtained for each student who filled out the survey form.

III. METHOD OF PROCEDURE

Before the survey was administered at least two weeks notice was given to each teacher. The teacher was asked to prepare the students by telling them the reasons for the survey and by explaining to them the importance of getting truthful answers. In many instances, the survey form was used as a teaching tool in which students were given the opportunity to fill out a form and at the same time present carefully thought-out answers in written form.

About 1,000 forms were distributed throughout the state. Of the 1,000, 750 were filled out and returned.

The answers to the questions were compiled and frequency charts were made which showed the number of times a certain response of answer was given. The samples were then further grouped in order to isolate specific variables. These groupings included:

1. Grouping by sex.
2. Grouping by age.
3. Grouping by number of school years completed.

This same compilation was done for each community as well as for the entire state. In so doing, goals of the adult students were identified according to geographic areas as well as age, sex, and number of school years completed.

The tool used in order to measure motivation was the attendance charts. It must be noted that regular and consistent attendance will be regarded as an indication of high motivation. This does not take

into consideration those students who have high motivation but who are unable to attend regularly because of other factors. However, it was indicated by many of the teachers that if a student really wants to attend he can almost always find a way.[1]

Attendance charts were made showing the average attendance for a twelve-week period. Charts were made on the basis of age, sex, average number of school years completed, by community, and by state.

The significance of the hypothesis will be demonstrated by comparing the goals of the various groups with the motivation factors as indicated by the attendance charts.

---

[1]"Teacher Workshop Report," edited and compiled by Thomas M. Trujillo, published by the New Mexico Department of Education, (March, 1967).

NAME_____AGE_____SEX: M_____F_____

SCHOOL DISTRICT_____

1. How many years of school did you complete?_____

2. Why did you drop out of school?

_____

_____

_____

_____

3. Why are you attending adult basic education classes?

_____

_____

_____

_____

4. What are your future plans or goals?

_____

_____

_____

_____

Basic Adult Education Monthly attendance and Progress Report for_____Month 196_____

School System_____ Teacher_____

Student's Name																					Total

CHAPTER IV

FINDINGS OF SURVEY

The survey findings for each of the ten communities studied in this report will be presented in this chapter. Also included will be the findings for the entire state adult basic education program. References will be made to the tables found in the appendix of this report.

I. ALAMOGORDO

A sample of 132 adult students was used in Alamogordo. This was out of a total of 219 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table I in the appendix. Of the 132 sample students, 44 are men and 88 are women. The age groups varied with a predominance of the students falling between the ages of 20 to 49. The age means for the entire sample is 35.6.

The average number of school years completed for this group is 3.8. Almost 90 per cent of these students are of Mexican descent and received their education in Mexican schools. They are almost all illiterate in the English language.

Table II lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The Alamogordo students cannot be classified as typical school dropouts.

The majority of these students either never went to school or they completed the highest grade available to them in Mexican schools.

Table III lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class was their desire to learn how to read, write, and speak in the English language. This reason was given 92 per cent of the time.

Table IV lists the responses given when asked what their future plans or goals are. This also is listed in order of frequency of responses. The answer most often given was "To learn more English." This substantiates the findings of Table III.

The data with regard to attendance is presented in Table V. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed and by total community attendance. The per cent of days in attendance for Alamogordo is 78 per cent. This table indicates that women have a better attendance record than men, and that the younger students (29 years or less) attend class less regularly than do the older students (30 and older). It was also found that the less education a student has the better his attendance.

II. CARLSBAD

A sample of 27 students was used in Carlsbad. This was out of a total of 83 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table VI in the appendix. Of the 27 sample students, 17 are men and 10 are women. The age groups varied with a predominance of the students falling between the ages of 30 to 49. The age means for the entire sample is 43.8.

The average number of school years completed by this group is 3.2. Almost 80 per cent of these students are of Mexican descent and received their education in Mexican schools. The majority of these Mexican students are illiterate in the English language.

Table VII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. Like the Alamogordo students, the Carlsbad students are not typical dropouts. Most of them went to school in Mexico. They did not continue their education because it was necessary for them to go to work and help their families.

Table VIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason given for attending class was "To learn how to read, write, and speak in the English language."

Table IX lists the responses given when asked what their future plans or goals are. This also is listed in order of frequency of responses. The answer most often given was "Continue going to school." It is assumed by this writer that they wish to continue so that they

will learn English communication skills. If this is true, this substantiates the findings of Table VIII.

The data with regard to attendance is presented in Table X. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Carlsbad is 72 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend class less regularly than do the older students (30 and older). It was also found that the less education a student has the better his attendance.

III. CLOVIS

A sample of 56 students was used in Clovis. This was out of a total of 83 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table II in the appendix. Of the 56 sample students, 23 are men and 33 are women. The age groups varied with a predominance of the students falling between the ages of 20 to 39. The age means for the entire sample is 30.0.

The average number of school years completed by this group is 7.9. These people are not illiterate. They only need polish in their school work.

Table XII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The Clovis

student typifies the average school dropout. These are people who had the opportunity of an education but failed to take advantage of it. These are people who did not like school or got married or who dropped out in order to go to work.

Table XIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reasons for attending class in Clovis are to get a better job and to get a high school diploma.

Table XIV lists the responses given when asked what their future plans or goals are. This also is listed in order of frequency of responses. The answer most often given was "Get a better job." This substantiates the findings of Table XIII.

The data with regard to attendance is presented in Table XV. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed and by total community attendance. The per cent of days in attendance for Clovis is 80 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than do the older students (30 and older). It was also found that the more education a student has the better his attendance. This last finding differs from the findings found in the two previous communities.

IV. HOBBS

A sample of 71 students was used in Hobbs. This was out of a total of 96 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XVI in the appendix. Of the 71 sample students, 30 are men and 41 are women. The age groups varied with a predominance of the students falling between the ages of 30 to 39. The age means for the entire sample is 39.0.

The average number of school years completed by this group is 4.2. The majority of these students are of Mexican descent and they received their education in Mexican schools. The majority of the students in Hobbs are illiterate in the English language.

Table XVII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for dorpping out of school for the Hobbs student was "I had to work to help my family."

Table XVIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class in Hobbs is to learn how to read, write, and speak in English.

Table XIX lists the responses given when asked what their future plans or goals are. This also is listed in order of frequency

of responses. The answer most often given was "Learn more English." This substantiates the findings of Table XVIII.

The data with regard to attendance is presented in Table XX. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Hobbs is 75 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than do the older students (30 and older). It was also found that the less education a student has the better his attendance.

V. LAS CRUCES

A sample of 138 students was used in Las Cruces. This was out of a total of 163 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XXI in the appendix. Of the 138 sample students, 38 are men and 100 are women. The age groups varied with a predominance of the students falling between the ages of 30 to 39. The age means for the entire sample is 35.3.

The average number of school years completed by this group is 3.2. About 98 per cent of these students are of Mexican descent. Most of these received some schooling in Mexican schools. Almost all of them are illiterate in the English language.

Table XXII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reasons for dropping out of school for the Las Cruces' students were "I had to go to work to help support my family," and "I finished the highest grade available in Mexico." These students are not typical school dropouts. The opportunity for an education was not provided for them in Mexico.

Table XXIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class in Las Cruces is to learn how to read, write, and speak in English.

Table XXIV lists the responses given when asked what are their future plans or goals. This also is listed in order of frequency of responses. The answer most often given was "Learn English." This substantiates the findings of Table XXIII.

The data with regard to attendance is presented in Table XXV. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance.

The per cent of days in attendance for Las Cruces is 85 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than

do the older students (30 and older). It was also found that the less education a student has the better his attendance.

VI. LAS VEGAS

A sample of 36 students was used in Las Vegas. This was out of a total of 79 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XXVI in the appendix. Of the 36 sample students, 4 are men and 32 are women. The age groups varied with a predominance of the students falling between the ages of 40 to 49. The age means for the entire sample is 39.7.

The average number of school years completed by this group is 7.3. The majority of these students are typical school dropouts. They are not illiterate, yet they are not ready for the G E.D. examination.

Table XXVII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for dropping out of school for the Las Vegas' students is "I preferred to go to work." These people failed to take advantage of the educational opportunities available to them.

Table XXVIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class in Las Vegas is to qualify for a better job.

Table XXIX lists the responses given when asked what are their future plans or goals. This also is listed in order of frequency of responses. The answer most often given was "Find a better job." This substantiates the findings of Table XXVIII.

The data with regard to attendance is presented in Table XXX. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Las Vegas is 63 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than do the older students (30 and older). It was also found that the intermediate student (4 to 8 grade) has the poorest attendance.

VII. RATON

A sample of 17 students was used in Raton. This was out of a total of 26 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XXXI in the appendix. Of the 17 sample students, only one was a man and 16 are women. They vary in ages with no majority in any one age group. The age means for the entire sample is 37.8.

The average number of school years completed by this group is 6.8. The majority of these students are typical school dropouts. They are not illiterate, yet they are not ready for the G.E.D. examination.

Table XXXII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reasons for dropping out of school for the Raton students were "I got married," and "I had to go to work." These students are very similar to those found in Las Vegas.

Table XXXIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class in Raton is to prepare for a better job.

Table XXXIV lists the responses when asked what are their future plans or goals. This also is listed in order of frequency of responses. The answer most often given was "Find myself a better job." This substantiates the findings in Table XXXIII.

The data with regard to attendance is presented in Table XXXV. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Raton is 60 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than do the older students (30 and older). It was also found that the intermediate student (4 to 8 grade) has the poorest attendance.

VIII. ROSWELL

A sample of 68 students was used in Roswell. This was out of a total of 138 students enrolled at the time of this survey.

The data with regard to age and sex characteristicts are presented in Table XXXVI in the appendix. Of the 68 sample students, 32 are men and 36 are women. The age groups varied with a predominance falling between the ages of 30 to 49. The age means for the entire sample is 40.0.

The average number of school years completed by this group is 6.4. In Roswell, you will find two distinct groups. One group is composed of Mexican-Americans who have little formal education. The other group is composed of students who have had at least 8 years of schooling. There is approximately an equal number of students falling in each of the two groups.

Table XXXVII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for dropping out of school in Roswell is "I had to go to work."

Table XXXVIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. There are two primary reasons for attending class in Roswell. The Mexican-American stated that he wishes to learn to speak,

read, and write in English. The more advanced student wishes to pass the G.E.D. examination.

Table XXXIX lists the responses when asked what are their future plans or goals. This also is listed in order of frequency of responses. Again, there were two primary answers given which substantiated the findings of Table XXXVIII. These answers are "Continue classes and pass the G.E.D. exam," and "Learn to read, write, and speak in English."

The data with regard to attendance is presented in Table XL. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Roswell is 82 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) attend less often than do the older tudents (30 years and older). It was also found that the intermediate students (4 to 8 grade level) has the poorest attendance.

IX. SANTA FE

A sample of 117 students was used in Santa Fe. This was out of a total of 177 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XLI in the appendix. Of the 117 sample students, 56 are men and 61 are women. The age groups varied with a predominance

of the students falling between the ages of 20 to 39. The age means for the entire sample is 31.2.

The average number of school years completed by this group is 8.2. Almost all of these students have had some formal education. Most of these people just need polish in their school work.

Table XLII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reasons for dropping out of school describe the typical school dropout. The majority of these students simply did not place a value on education and found an excuse for dropping out.

Table XLIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The primary reason for attending class in Santa Fe is to pass the G.E.D. examination.

Table XLIV lists the responses when asked what are their future plans or goals. This also is listed in order of frequency of responses. The most frequent response to this question was to pass the G.E.D. examination. This substantiates the findings of Table XLIII.

The data with regard to attendance is presented in Table XLV. This table shows the percentage of days in attendance for a twelve-week period.

The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance.

The per cent of days in attendance for Santa Fe is 82 per cent. This table indicates that women have a better attendance record than men and that the age groups show no significant attendance differences. It was also found that students in grade levels from 0-8 have much poorer attendance records than do the more advanced students.

X. T.V.I. - ALBUQUERQUE

A sample of 88 students was used in Albuquerque. This was out of a total of 433 students enrolled at the time of this survey.

The data with regard to age and sex characteristics are presented in Table XLVI in the appendix. Of the 88 sample students, 28 were men and 60 were women. The age groups varied with a majority of the students falling between the ages of 20 to 49. The age means for the entire sample is 34.9.

The average number of school years completed is 6.2. Albuquerque has such a wide diversity of students that it is impossible to get a true picture of the students with a sample of only 88 students. Classes range from grade 0 to G.E.D. preparation.

Table XLVII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The answers to this question varied considerably again due to the fact that so many different types of students are represented in Albuquerque. The majority of them are typical school dropouts who had the opportunity for an education but failed to take advantage of this opportunity.

Table XLVIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. Again, a diversity of answers were given. However, the three primary answers were the same as found in the other communities in New Mexico. These answers are "To learn English," "To pass the G.E.D. examination," and "To better my employment opportunities."

Table XLIX lists the responses when asked what are their future plans or goals. This also is listed in order of frequency of responses. The answers given to this question also varied considerably. They did, however, substantiate the findings of Table XLVIII.

The data with regard to attendance is presented in Table L. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total community attendance. The per cent of days in attendance for Albuquerque is 80 per cent. This table indicates that women have a better attendance record than men and that the younger students (29 years or less) have a poorer attendance record than do the older students (30 years and over). It was also found that the sutdents in grade levels 4-8 have poorest attendance.

XI. STATE FINDINGS

A sample of 750 students were used in this study. This was out of a total of 1,497 students enrolled in New Mexico adult basic education classes at the time of this survey.

The data with regard to age and sex characteristics are presented in Table LI in the appendix. Of the 750 sample students, 273 were men and 477 were women. The age groups varied with a majority of the students falling between the ages of 20 to 49. The age means for the entire state sample is 35.9.

The average number of school years completed is 5.7. There is, of course, a large diversity of students. They vary from grade 0 level on up to the high school levels. The majority of the students found in the southern part of New Mexico have less than a fifth-grade education. Most of these are Mexican-Americans who have had some education in Mexican schools. In the northern part of the state in areas such as Santa Fe you find the more advanced students.

Table LII lists the reasons given by the students for dropping out of school. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. Again, you find a wide variance of answers. You can identify about 50 per cent of the students as typical school dropouts. The remaining 50 per cent are the Mexican-Americans who just didn't have the opportunity to continue their education.

Table LIII lists the reasons given by the students for attending adult basic education classes. These reasons are presented in order of frequency and gives the percentage of times a specific answer was given. The three answers most often given were:

1. To learn how to speak, read, and write in the English language.

2. To prepare for a better job.

3. To pass the G.E.D. examination.

Table LIV lists the responses when asked what are their future plans or goals. This also is listed in order of frequency of responses. The answers given to this question substantiated the answers given in Table LIII.

The data with regard to attendance is presented in Table LV. This table shows the percentage of days in attendance for a twelve-week period. The average attendance is listed according to age groups, sex, number of school years completed, and by total state attendance. The per cent of days in attendance for the state of New Mexic is 79.4 per cent. This table indicates that women have a better attendance record than the men and that the younger students (29 years or less) attend class less regularly than do the older students (30 and older). It was also found that the students falling in the intermediate group (4 to 8 grade level) have the poorest attendance records.

CHAPTER V

ANALYSIS OF FINDINGS

In looking at the statistics in Chapters III and IV, several generalizations can be made which support the hypotheses. All of the students stated reasons for attending adult basic education classes. These reasons are in actuality the goals these students have established. It is their intention to accomplish these goals by attending night classes. Three major goals were identified in this survey. Ninety-two per cent of the students indicated that their main goal was to accomplish one of the following:

1. Learn how to speak, read, and write in the English language.
2. Get a better job.
3. Pass the G.E.D. examination.

Simply by virture of the fact that they are enrolled in basic education classes shows that they are motivated. However, several of the students demonstrate a decline in motivation when their attendance becomes infrequent. In comparing the three major goals with attendance, the following results were obtained. (See Figure 1.)

Figure 1

Goal	Per Cent of Days in Attendance
1. To learn how to speak, read, and write in the English language.	83
2. Get a better job.	69
3. Pass the G.E.D. examination.	81

This table shows that those students who have goals 1 and 3 are more highly motivated. Their attendance is considerably more frequent than the student who gives goal 2 as a reason for attending class. In identifying the students who fall into the three goal categories, the following results were found:

1. Students in group 1:--"Learning English communication skills." They are primarily Mexican-American students who have had very little formal education. Many of them have had some education in Mexican schools. Almost all of them are illiterate in the English language. This type of student was most often found in Las Cruces, Hobbs, Alamogordo, Carlsbad, and Roswell.

2. Students in group 2:--"Get a better job." They are primarily students who have had 4-8 years of schooling in the United States. Most of these are typical school dropouts. The majority of these students were found in Las Vegas, Raton, and Clovis.

3. Students in group 3:--"Pass the G.E.D. examination." They are primarily the advanced students. The majority of these students have completed at least 8 years of schooling. They are literate and only need polish in their school work. These students are most often found in Santa Fe and Clovis.

In looking more closely at the motivation of each of these three groups, some generalizations can be made which have a direct bearing on attendance. Motivation tends to be high when progress is made towards goal achievement. The students in group 1 are highly motivated, and they have a good attendance record. Every time this student attends class he learns a new word or sentence pattern. His goal is being realized and reinforced every time he goes to class. Also, his goal is a felt need. Every day he is reminded of his inadequacy and his need for English communication skills.

In group 2, attendance is irregular. These are students who simply want a better job and a higher income. Unfortunately, this goal is not easily obtainable. It will take several years of hard work before they can accomplish this goal. Unlike the group 1 student, the group 2 student cannot easily see any progress made towards goal achievement. Eventually, they become discouraged and attendance drops.

Group 3 students are highly motivated. Again, this is primarily due to the fact that their goal is in sight. The desire to pass the G.E.D. examination provides the incentive to attend regularly. They have a tangible goal and one that is readily obtainable. These students realize that by working hard they can accomplish this goal in a relatively short time.

All of these findings support the hypothesis. "The continued motivation of the adult student is dependent on his progress towards goal achievement."

Assuming that the above hypothesis is true, then one must also accept the third hypothesis.

"The motivations and goals of adult students are factors which should be considered when preparing a curriculum design for basic adult education classes."

If students can be identified not only by ability but also by goals and motivation, a curriculum could be designed which would reinforce the students' motivation. For example, a curriculum for a group 1 class would emphasize communication skills. Efforts would be

made to provide learning experiences in every class meeting. This would satisfy his needs and at the same time reinforce his motivation. A second curriculum could be designed for group 2 students. This curriculum should provide secondary goals and rewards which would compensate for the inaccessibility of their primary goal. Three examples of secondary goals are:

1. Reward the student by awarding him a certificate of achievement after he has completed a certain phase of the program. This is an immediate goal which can be obtained in a relatively short time.

2. Provide vocational training programs for those students who have achieved a designated level of ability. Again, they have something tangible to shoot for.

3. Provide a classroom atmosphere which makes going to school an enjoyable experience. If going to school can become a weekly social event, the student may tend to forget his frustrations and disappointments and attend school for the sheer enjoyment of it.

In short, a curriculum could be designed which constantly rewards the student. The student must have a feeling of success. He must feel that he is accomplishing something and that his time is well spent.

The group 3 student is highly motivated. He has a high attendance record. He has a definite and tangible goal. This goal should be the main objective of the curriculum design. Everything he does in the classroom should be related to G.E.D. preparation.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Every adult enrolled in an adult education class has a definite reason or reasons for attending. In this study three primary goals were identified. Almost all of the students would fall into one of the three goal groups. These three groups were:

Group 1: Students who wish to learn how to speak, read, and write in the English language.

Group 2: Students who wish to prepare themselves for a better job.

Group 3: Students who wish to pass the G.E.D. examination.

In identifying the characteristics of the students who fall into each of the groups, differences were noticed which have a bearing on the motivation of each group. These findings have indicated that high motivation is directly proportional to the nearness of goal achievement.

Group 1 and group 3 students are highly motivated as indicated by their attendance records. These students have goals which are readily achievable. The non-English speaking student is satisfied with his classes because he is constantly improving his communication skills. His motivation is constantly being reinforced every time he learns a new work or sentence pattern. The group 3 student is also highly motivated. He realized that with a little work he can pass the G.E.D. examination and get his high school diploma. This is a tangible goal which is not beyond his reach. On the other hand, the group 2 student

is not highly motivated. He shows poor and irregular attendance. His goal is not a tangible one. He would also like to pass the G.E.D. examination, but he realized that this would take several years of hard work before he could accomplish this goal. He wants a better job, but he cannot visualize any progress towards this goal by attending class. It is this student that adult basic education programs have failed to reach. This writer feels that a curriculum could be designed which would provide secondary goals which are within reach of these students. This challenging project would provide an excellent opportunity for an adult educator to make a useful contribution to adult basic education.

There were many other findings that were brought out by this survey. One of these was the correlation between age and goals. Almost 90 per cent of the students under 30 years of age are planning for the future. They are primarily concerned with their future security. The older students tend to be present-oriented.

It was also noticed that the women outnumbered the men almost 2 to 1. In some communities this ratio was almost 10 to 1. We know that in the long run the men stand to gain more out of attending classes primarily because they are the breadwinners and an education is of more value to them. It would be interesting to find out why the men are more reluctant to attend class if, in fact, this is true. Perhaps, the men would appreciate a pre-vocational type program.

In looking at the responses for the question, "Why did you drop out of school?" some interesting observations were made. The answers given by the students in the northern part of the state differed from

the answers given in the southern part of the state. In Northern New Mexico, one will most often find the typical school dropout. The majority of these people had the opportunity to receive an education, but they failed to take advantage of it. To this extent, they very often consider themselves failures. In the southern part of the state, the majority of the students did not drop out of school. Many of these people completed the highest grade available to them in Mexico. They do not seem to have this feeling of failure that exists in the north. It would be interesting to make a more detailed study of this observation. This feeling of failure may very likely play an important role in the motivational development of the student.

Perhaps, the most important thing that was brought out by this study was the fact that we know so little about adult basic education. This is especially true here in New Mexico where we have such a diversity of cultures. This study has only identified a few characteristics of the New Mexico adult student. The next step would be to develop a more comprehensive approach in teaching these adults. The teaching of adults should be a science and not a hit and miss venture.

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Appendix

TABLE I

AGE AND SEX CHARACTERISTICS OF ALAMOGORDO STUDENTS

A SAMPLE OF 132 ADULT STUDENTS

Age	Male	Female	Total
Under 20	2	5	7
20 to 29	9	27	36
30 to 39	16	26	42
40 to 49	12	19	31
50 to 59	4	8	12
Over 60	0	3	3
Unknown	1	0	1
Total	44	88	132

An Age Means of 35.6

TABLE II

REASONS FOR DROPPING OUT OF SCHOOL IN ALAMOGORDO

	Reason	Frequency
1.	I never went to school.	20%
2.	I had to go to work to help family.	17%
3.	Completed grades available in Mexico.	16%
4.	No money.	10%
5.	No schools available.	4%
6.	Illness.	3%
7.	Moved around too much.	3%
8.	Father made me drop out.	2%
9.	Got married.	1%
10.	I couldn't learn in school.	1%
11.	An education was not valued.	1%
12.	I didn't like school.	1%

TABLE III

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES IN ALAMOGORDO

	Reason	Frequency
1.	I want to learn to read, write, and speak in English.	92%
2.	To prepare for a better job.	20%
3.	To become a citizen.	18%
4.	To learn to read, write, and do arithmetic better.	4%
5.	To better myself.	3%
6.	To enjoy life more.	2%
7.	To help my children.	2%
8.	To pass the G.E.D. examination.	1%
9.	To improve my speech and vocabulary.	1%
10.	To be able to talk in front of people.	1%

TABLE IV

FUTURE PLANS OR GOALS OF ALAMOGORDO STUDENTS

	Future Plans or Goals	Frequency
1.	Learn more English.	24%
2.	Get better job.	20%
3.	Continue my education.	17%
4.	Become a citizen.	15%
5.	Help my family.	10%
6.	Advance in present job.	4%
7.	Read books.	2%
8.	Finish high school.	2%
9.	Take vocational training.	2%
10.	Go to college.	1%
11.	Better myself.	1%
12.	Participate more in community affairs.	1%

TABLE V

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN ALAMOGORDO

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	78
Age:	
18-29	62
30-50	83
Over 50	85
Sex:	
Male	74
Female	81
Number of School Years Completed:	
0 - 3	86
4 - 6	77
Over 8	70

TABLE VI

CARLSBAD (A SAMPLE OF 27 ADULT STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	1	0	1
20 to 29	1	0	1
30 50 39	3	3	6
40 to 49	6	4	10
50 to 59	2	0	2
Over 60	1	2	3
Unknown	3	1	4
Total	17	10	27

An Age Means of 43.8

TABLE VII

REASONS FOR DROPPING OUT OF SCHOOL IN CARLSBAD

	Reason	Frequency
1.	I had to go to work to help my family.	37%
2.	I never went to school.	28%
3.	I didn't like school.	12%
4.	Parents placed no value on education.	4%
5.	I was not able to afford tuition in Mexican schools.	4%
6.	Illness.	3%
7.	I was too big compared to other students.	2%
8.	Segregation in Alabama.	1%
9.	School dismissed me.	1%
10.	Went into military service.	1%
11.	Got Married.	1%
12.	Father died.	1%

TABLE VIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES IN CARLSBAD

	Reason	Frequency
1.	To learn to read and write English.	39%
2.	To learn to read and write.	23%
3.	Learn to meet the public.	10%
4.	To prepare for a better job.	6%
5.	To get my high school diploma.	5%
6.	To get a better education.	3%
7.	Help my children.	2%
8.	Become a better citizen.	1%

TABLE IX

FUTURE PLANS OR GOALS OF CARLSBAD STUDENTS

	Future Plans or Goals	Frequency
1.	Continue going to school.	34%
2.	Attend a vocational training program.	28%
3.	Get a better job.	10%
4.	Encourage my children to finish school.	4%
5.	Work with children.	2%
6.	Go into the service.	1%

TABLE X

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN CARLSBAD

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	72
Age:	
18 - 29	62
30 - 50	71
Over 50	73
Sex:	
Male	63
Female	78
Number of School Years Completed:	
0 - 3	71
4 - 8	70
Over 8	64

TABLE XI

CLOVIS (A SAMPLE OF 56 STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	1	2	3
20 to 29	14	14	28
30 to 39	5	13	18
40 to 49	2	2	4
50 to 59	1	2	3
60 and Over	0	0	0
Unknown	0	0	0
Total	23	33	56

Age Means of 30.0

TABLE XII

REASONS FOR DROPPING OUT OF SCHOOL IN CLOVIS

	Reason	Frequency
1.	I had to go to work to help support family.	41%
2.	I got married and started raising a family.	21%
3.	I didn't like school.	15%
4.	No money.	10%
5.	I joined the army.	2%
6.	I had to help my father on the farm.	2%
7.	Illness.	2%
8.	I couldn't learn in school.	2%
9.	I had to care for an ill parent.	1%
10.	No school available where I lived.	1%
11.	Moved around too much.	1%
12.	Parents did not send me to school.	1%

TABLE XIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES IN CLOVIS

	Reason	Frequency
1.	To get a better job.	51%
2.	I need an education.	48%
3.	To get my high school diploma.	24%
4.	To help my children.	20%
5.	To better myself.	12%
6.	To learn how to read and write.	4%
7.	To qualify for vocational training.	3%
8.	To learn English.	2%
9.	To run my home with better ability.	1%
10.	So that I can go to college.	1%

TABLE XIV

FUTURE PLANS OR GOALS IN CLOVIS

	Future Plans or Goals	Frequency
1.	Get a better job.	50%
2.	Continue classes.	22%
3.	Be a better parent.	12%
4.	Go to college.	1%
5.	Participate in community affairs.	1%
6.	Help my family.	1%
7.	Attend a training school.	1%

TABLE XV

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN CLOVIS

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	80
Age:	
18 - 29	70
30 - 50	81
Over 50	80
Sex:	
Male	72
Female	84
Number of School Years Completed:	
0 - 3	71
4 - 8	62
Over 8	85

TABLE XVI

HOBBS (A SAMPLE OF 71 ADULT STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	2	3	5
20 to 29	6	5	11
30 to 39	12	14	26
40 to 49	3	9	12
50 to 59	6	8	14
60 and Over	1	2	3
Unknown	0	0	0
Total	30	41	71

Age Means of 39.0

TABLE XVII

REASONS FOR DROPPING OUT OF SCHOOL IN HOBBS

	Reason	Frequency
1.	I had to go to work to help my family.	43%
2.	I just never went back to school.	10%
3.	No money.	8%
4.	I went as far as I could in Mexico.	6%
5.	I wasn't able to learn in school.	5%
6.	Got married.	4%
7.	No school near my home.	2%
8.	I had a baby.	1%
9.	Illness.	1%
10.	No parents.	1%

TABLE XVIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES IN HOBBS

	Reason	Frequency
1.	To learn to speak, read, and write in English.	43%
2.	To improve myself.	22%
3.	I want to learn to read and write.	10%
4.	I want to get a better job.	8%
5.	Pass GED.	5%
6.	To become a citizen.	3%
7.	Help my children in school.	2%
8.	Keep up with everyday events.	1%
9.	To become self-dependent.	1%
10.	The Welfare Department is sending me.	1%

TABLE XIX

FUTURE PLANS OR GOALS IN HOBBS

	Future Plans or Goals	Frequency
1.	Learn more English.	38%
2.	Continue classes.	31%
3.	Become a citizen.	20%
4.	Help my children.	10%
5.	Go into business.	5%
6.	Get a better job.	4%
7.	Attend a training program.	2%
8.	Pass GED.	1%
9.	Go to college.	1%

TABLE XX

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN HOBBS

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	75
Age:	
18 - 29	62
30 - 50	74
Over 50	81
Sex:	
Male	68
Female	82
Number of School Years Completed:	
0 - 3	81
4 - 8	68
Over 8	73

TABLE XXI

LAS CRUCES (A SAMPLE OF 138 ADULT STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	0	3	3
20 to 29	6	23	29
30 to 39	21	45	66
40 to 49	8	19	27
50 to 59	0	5	5
60 and Over	1	2	3
Unknown	2	3	5
Total	38	100	138

Age Means of 35.3

TABLE XXII

REASONS FOR DROPPING OUT OF SCHOOL IN LAS CRUCES

	Reason	Frequency
1.	I had to go to work to help support my family.	41%
2.	I finished the highest grade available in Mexico.	40%
3.	No money.	21%
4.	Parents did not encourage attendance.	10%
5.	No schools available.	8%
6.	Illness.	3%
7.	I was older than the other students.	1%
8.	I moved to the United States.	1%
9.	Poor eyesight.	1%
10.	Got married.	1%

TABLE XXIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES IN LAS CRUCES

	Reason	Frequency
1.	I want to learn how to speak, read, and write in English.	94%
2.	To become a United States citizen.	62%
3.	To help my children.	50%
4.	To better myself.	22%
5.	To get a better job.	18%
6.	To participate more in community affairs.	6%
7.	To get a high school diploma.	1%

TABLE XXIV

FUTURE PLANS OR GOALS IN LAS CRUCES

	Plans or Goals	Frequency
1.	Learn English.	76%
2.	Become a citizen.	51%
3.	Attend a vocational training program.	21%
4.	Get a better job.	15%
5.	Send children to college.	8%
6.	Fix my home.	4%
7.	To be a good housewife.	2%
8.	Help my children in school.	1%
9.	Build my own home.	1%

TABLE XXV

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN LAS CRUCES

Characteristic	Per Cent of Days In Attendance
Total Community Attendance:	85
Age:	
18 - 29	79
30 - 50	88
Over 50	85
Sex:	
Male	82
Female	86
Number of School Years Completed:	
0 - 3	85
4 - 8	72
Over 8	62

TABLE XXVI

LAS VEGAS (A SAMPLE OF 36 SDULT STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	0	0	0
20 to 29	0	8	8
30 to 39	0	7	7
40 to 49	4	14	18
50 to 59	0	2	2
60 and Over	0	1	1
Unknown	0	0	0
Total	4	32	36

Age Means of 39.7

TABLE XXVII

REASONS FOR DROPPING OUT OF SCHOOL IN LAS VEGAS

Reason	Frequency
1. I preferred to go to work.	52%
2. I lived too far from school.	21%
3. Too poor.	10%
4. Illness in family.	5%
5. I got married.	2%
6. Parents discouraged attendance.	1%
7. I didn't like school.	1%
8. I wanted freedom.	1%

TABLE XXVIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

IN LAS VEGAS

	Reason	Frequency
1.	So that I may qualify for a better job.	72%
2.	To better myself.	40%
3.	To improve my reading and writing skills.	35%
4.	I want to learn more.	10%
5.	To pass the G.E.D. examination.	10%
6.	To help my children.	4%
7.	To be able to speak better.	1%
8.	Keep up with the world.	1%

TABLE XXIX

FUTURE PLANS OR GOALS IN LAS VEGAS

	Plans or Goals	Frequency
1.	Find a better job.	38%
2.	Find a job.	29%
3.	Improve my working ability.	18%
4.	Pass the G.E.D. examination.	10%
5.	Help my children.	5%
6.	Continue to learn.	3%
7.	Oualify for a vocational training program.	2%

TABLE XXX

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN LAS VEGAS

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	63
Age:	
18 - 29	57
30 - 50	64
Over 50	65
Sex:	
Male	58
Female	64
Number of School Years Completed:	
0 - 3	60
4 - 8	56
Over 8	66

TABLE XXXI

RATON (A SAMPLE OF 17 STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	0	2	2
20 to 29	1	3	4
30 to 39	0	3	3
40 to 49	0	5	5
50 to 59	0	0	0
60 and Over	0	3	3
Unknown	0	0	0
Total	1	16	17

Age Means of 37.8

TABLE XXXII

REASONS FOR DROPPING OUT OF SCHOOL IN RATON

	Reason	Frequency
1.	I got married.	33%
2.	I had to go to work.	21%
3.	My father would not let me continue.	10%
4.	I just didn't like school.	8%
5.	I lived too far from school.	2%
6.	I couldn't learn in school.	2%

TABLE XXXIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

IN RATON

	Reason	Frequency
1.	To prepare myself for a better job.	68%
2.	To get my high school diploma.	50%
3.	To learn to read and write.	10%
4.	To improve my knowledge.	6%
5.	Develop study habits for college.	1%

TABLE XXXIV

FUTURE PLANS OR GOALS IN RATON

	Plans or Goals	Frequency
1.	Find myself a better job.	53%
2.	Take a business course.	12%
3.	Learn how to read.	5%
4.	Participate more in community affairs.	2%
5.	Better myself.	2%
6.	Do my own work.	1%
7.	Go to college.	1%
8.	Continue my classes.	1%

TABLE XXXV

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN RATON

Characteristic	Per Cent of Days in Attendance
Total Community Attendance:	60
Age:	
18 - 29	52
30 - 50	60
Over 50	68
Sex:	
Male	55
Female	60
Number of School Years Completed:	
0 - 3	62
4 - 8	57
Over 8	62

TABLE XXXVI

ROSWELL (A SAMPLE OF 68 STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	1	0	1
20 to 29	4	8	12
30 to 39	10	11	21
40 to 49	8	10	18
50 to 59	7	4	11
60 and Over	2	1	3
Unknown	0	2	2
Total	32	36	68

Age Means of 40.0

TABLE XXXVII

REASONS FOR DROPPING OUT OF SCHOOL IN ROSWELL

	Reason	Frequency
1.	Had to go to work.	61%
2.	Got married.	21%
3.	Father made me quit.	10%
4.	Illness in family.	6%
5.	Did not like schoool.	6%
6.	Moved around too much.	3%
7.	No parents.	2%
8.	No money.	2%
9.	I was unable to learn in school.	1%
10.	I joined the armed services.	1%

TABLE XXXVIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

IN ROSWELL

	Reason	Frequency
1.	To learn to speak, read, and write in English.	52%
2.	To pass the GED examination.	46%
3.	To get a better job.	22%
4.	To better myself.	10%
5.	To prepare for vocational training.	6%
6.	Help my children.	4%
7.	I want to learn to read and write.	2%

TABLE XXXIX

FUTURE PLANS OR GOALS IN ROSWELL

	Plans or Goals	Frequency
1.	Learn to read, write, and speak in English.	50%
2.	Continue classes and pass GED.	42%
3.	Get an education for my family.	16%
4.	Earn more money.	10%
5.	Work with community.	3%
6.	Take a vocational training course.	3%
7.	Get off welfare and earn my own living.	1%

TABLE XL

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A TWELVE-WEEK PERIOD IN ROSWELL

Characteristics	Per Cent of Days in Attendance
Total Community Attendance:	82
Age:	
18 - 29	73
30 - 50	82
Over 50	85
Sex:	
Male	79
Female	85
Number of School Years Completed:	
0 - 3	82
4 - 8	62
Over 8	85

TABLE XLI

SANTA FE (A SAMPLE OF 117 ADULT STUDENTS)

AGE AND SEX CHARACTERISTIC

Age	Male	Female	Total
Under 20	2	5	7
20 to 29	26	18	44
30 to 39	20	19	39
40 to 49	4	14	18
50 to 59	1	3	4
60 and Over	1	0	1
Unknown	2	2	4
Total	56	61	117

Age Means of 31.2

TABLE XLII

REASONS FOR DROPPING OUT OF SCHOOL IN SANTA FE

	Reason	Frequency
1.	To get married.	36%
2.	I had to work to help family.	27%
3.	I didn't like school.	26%
4.	Financial problems.	20%
5.	I got behind and couldn't catch up.	10%
6.	I had to stay at home and care for my brothers and sisters.	6%
7.	I joined the armed services.	4%
8.	No encouragement from parents.	2%
9.	No school available.	1%
10.	Illness.	1%

TABLE XLIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

IN SANTA FE

	Reason	Frequency
1.	To pass the GED examination.	72%
2.	To get a better job.	61%
3.	Speak better English.	20%
4.	Help my children in school.	16%
5.	Learn how to read and write better.	10%
6.	Go to college.	6%
7.	Qualify for vocational training program.	4%
8.	Self improvement.	2%
9.	To become a better citizen.	2%
10.	I need an education.	1%

TABLE XLIV

FUTURE PLANS OR GOALS IN SANTA FE

	Plans and Goals	Frequency
1.	Complete my education and pass the GED examination.	73%
2.	Find a better job.	62%
3.	Take a vocational training class.	6%
4.	Go to college.	6%
5.	Take state personnel examination.	3%
6.	Get married.	1%
7.	Go into business.	1%

TABLE XLV

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A PERIOD OF TWELVE WEEKS IN SANTA FE

Characteristics	Per Cent of Days in Attendance
Total Community Attendance:	82
Age:	
18 - 29	80
30 - 50	82
Over 50	83
Sex:	
Male	76
Female	86
Number of School Years Completed:	
0 - 3	52
4 - 8	58
Over 8	85

TABLE XLVI

T.V.I. - ALBUQUERQUE (A SAMPLE OF 88 ADULT STUDENTS)

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	2	10	12
20 to 29	10	18	28
30 to 39	4	8	12
40 to 49	4	10	14
50 to 59	3	8	11
60 and Over	2	4	6
Unknown	3	2	5
Total	28	60	88

Age Means of 34.9

TABLE XLVII

REASONS FOR DROPPING OUT OF SCHOOL

T.V.I. - ALBUQUERQUE

	Reason	Frequency
1.	I had to work to help support family.	30%
2.	I wasn't able to learn in school.	26%
3.	No money.	20%
4.	I got married.	12%
5.	Did not like school.	10%
6.	Completed highest grade in community.	6%
7.	Illness.	4%
8.	Parents kept me out of school.	2%
9.	I had to stay at home and care for my brothers and sisters.	2%
10.	We were constantly moving.	1%

TABLE XLVIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

T.V.I. - ALBUQUERQUE

	Reason	Frequency
1.	To learn to read, write, and speak in the English language.	52%
2.	To pass the GED examination.	43%
3.	For better employment opportunities.	22%
4.	To further my education.	11%
5.	To help my children.	6%
6.	To qualify for vocational training.	6%
7.	Citizenship.	6%

TABLE XLIX

FUTURE PLANS AND GOALS

T.V.I. - ALBUQUERQUE

	Plans and Goals	Frequency
1.	To learn English well.	43%
2.	Get a better job.	36%
3.	Pass GED examination.	32%
4.	Become an American citizen.	10%
5.	Increase my earning power.	6%
6.	Continue classes.	4%
7.	Go to college.	1%
8.	Get married.	1%

TABLE L

AVERAGE ATTENDANCE BY COMMUNITY, AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A PERIOD OF TWELVE WEEKS

T.V.I. - ALBUQUERQUE

Characteristics	Per Cent of Days in Attendance
Total Community Attendance:	80
Age:	
18 - 29	72
30 - 50	84
Over 50	85
Sex:	
Male	74
Female	83
Number of School Years Completed:	
0 - 3	81
4 - 8	62
Over 8	82

TABLE LI

STATE STATISTICS

AGE AND SEX CHARACTERISTICS

Age	Male	Female	Total
Under 20	11	28	39
20 to 29	77	123	200
30 to 39	91	149	240
40 to 49	51	104	155
50 to 59	24	45	69
60 and Over	8	15	23
Unknown	11	13	24
Total	273	477	750

An Age Means of 35.9

TABLE LII

REASONS FOR DROPPING OUT OF SCHOOL

STATE STATISTICS

	Reason	Frequency
1.	I had to go to work to help my family.	32%
2.	No money.	10%
3.	I went as far as I could in Mexico.	7%
4.	I got married.	7%
5.	I didn't like school.	5%
6.	Illness.	4%
7.	I never went to school.	4%
8.	I couldn't learn in school.	3%
9.	My father made me drop out.	3%
10.	No schools.	2%
11.	I lived too far from school.	2%
12.	I went into the military services.	2%
13.	All other reasons.	1%

TABLE LIII

REASONS FOR ATTENDING ADULT BASIC EDUCATION CLASSES

STATE STATISTICS

	Reason	Frequency
1.	To learn how to speak, read, and write in the English language.	58%
2.	To prepare for a better job.	31%
3.	Pass the GED examination.	13%
4.	To help my children.	12%
5.	To become a United States citizen.	12%
6.	To better myself.	10%
7.	To get a better education.	5%
8.	Prepare for college.	2%
9.	To learn to read and write.	2%
10.	All other reasons.	1%

TABLE LIV

FUTURE PLANS OR GOALS

STATE STATISTICS

	Plans or Goals	Frequency
1.	Learn more English.	43%
2.	Get a better job.	26%
3.	Continue my education.	21%
4.	Pass the GED examination.	18%
5.	Take a vocational training course.	10%
6.	Become a citizen.	8%
7.	Better myself.	6%
8.	Help my family.	6%
9.	Go to college.	1%
10.	All other reasons.	1%

TABLE LV

AVERAGE ATTENDANCE IN NEW MEXICO BASIC ADULT EDUCATION CLASSES. AVERAGES BY AGE, SEX, AND NUMBER OF SCHOOL YEARS COMPLETED FOR A PERIOD OF TWELVE WEEKS

STATE STATISTICS

Characteristics	Per Cent of Days in Attendance
Total State Attendance:	79.4
Age:	
18 - 29	76.2
30 - 50	82.4
Over 50	83.1
Sex:	
Male	76.1
Female	80.2
Number of School Years Completed:	
0 - 3	81.2
4 - 8	70.4
Over 8	81.4